



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

A. PREVAILING CONDITIONS

What are the prevailing types of examination set in English?

Do the examinations as commonly set test what they are expected to test?

Is it definitely known what examinations as commonly set are actually intended to test?

Do the prevailing types of examination test what they ought to test?

What degree of correlation is there between examination grades and subsequent class standing?

What technical considerations seem to determine the purposes of examinations?

What is the relative value of college-entrance examinations as compared with certification of high schools?

What profitable lessons may be learned from the history of "comprehensive" examinations?

What profitable lessons may be learned from the history of intensive examinations?

What significance attaches to the tendency of educational authority to offer options between intensive and comprehensive examinations?

Are intensive and comprehensive examinations really alternatives? Are they complementary? Are they supplementary?

What effect upon pedagogical method may be expected from a substitution (optional) of intelligence tests and tests for specific ability for formal examinations in specific or general attainment as a requirement for entrance to college?

C. C. C.

THE TEACHER

(G. R. McC.)

She moves serene amid the questing throng,
Resourceful; patient; thorough; quick to see
The honest effort; full of charity
For those who falter when the way is long;
Sharing the fight, but not the triumph song,
Hers is the battle—theirs the victory;
And when occasion serves, 'tis hers to be
Molder of manhood: from the weak, the strong.
In youthful strength they come from every part,
The ardent searchers after hidden pelf
Of verse and story, science, history, art,
Which they can plunder from the dusty shelf;
These are the richest treasures they may find:
Her human heart, her calm, well-ordered mind.

W. H. McCREARY